**Geography: Progression of Skills (KS1)**

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| SKILLS | YEAR ONE | YEAR TWO | END OF KEY STAGE |
| LOCATIONAL KNOWLEDGE | To recognise similarities and differences in immediate environmentTo name the countries that make up the United Kingdom, and their respective capital cityTo identify key features of each of the countries which make up the United KingdomTo ask questions and begin to make observations and record findings | To name the surrounding seas of the United KingdomTo use a globe to locate and name the continents of the worldTo locate and name the seven oceans | **Pupils should be taught to:**Name and locate the world’s seven continents and five oceansName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas |
| PLACE KNOWLEDGE | To talk about where they live with increasing confidenceTo use basic vocabulary when describing a place, e.g. city, town, village, factory, farm, house and shop | To compare Kearsley with a contrasting locality in a different country by asking and answering geographical questions | **Pupils should be taught to:**Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country |
| HUMAN AND PHYSICAL GEOGRAPHY | Weather: Where in the world, where the weather is cold. Discussing in relation to the equatorSeasons: How they changeTo express opinions about the seasons and relate to the changes in clothing and activities, e.g. a thick coat is worn in winter and t-shirts are worn in summer | To discuss weather in relation to the equator and the North and South PolesTo identify weather patterns in the UKTo compare and contrast two localities in terms of weather, human (landmarks for example) and physical features (landscape for example) | **Pupils should be taught to:**Identify seasonal and daily weather patterns in the United KingdomIdentify the location of hot and cold areas of the world in relation to the Equator and the North and South PolesBegin to use basic geographical vocabulary to refer to:* Key **physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and valley
* Key **human features**, including: city, town, village, factory, farm, house, office
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| GEOGRAPHICAL SKILLS AND FIELDWORK | Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologiesTo use aerial photographs and maps of Kearsley to recognise landmarks and basic human and physical features: devise a simple map and use and construct simple symbols in a keyTo use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe the features studied | To use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe the features studiedLearn the four points of a compass to build their knowledge of the United Kingdom and where Kearsley is in relation to the rest of the British Isles. | **Pupils should be taught to:**Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stageUse simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map |

**Geography: Progression of Skills (KS2)**

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| SKILLS | YEAR THREE | YEAR FOUR | YEAR FIVE | YEAR SIX | END OF KEY STAGE |
| LOCATIONAL KNOWLEDGE | To locate and name the continents on a world mapRecognise the different shapes of continentsIdentify the position and significance of the Equator, North and South Hemisphere, Tropics of Cancer and CapricornLinking with local history, map how land use has changed over timeIdentify the physical characteristics and key topographical features of the countries within North America (focus = Mexico)Recognise that people have differing qualities of life living in different locations and environments | Locate and name the countries making up the United Kingdom, with their capital citiesIdentify where countries are within the United Kingdom and identify key topographical featuresName and locate cities within the United KingdomIdentify were countries are within Europe, including RussiaLocate the main countries in Europe. Locate and name principal citiesKnow how the locality is set within a wider geographical contextRecognise the shape of different European countries | Identify the longest rivers in the world, largest deserts and highest mountains and compare it with the United KingdomName and locate key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. | On a world map, locate areas of similar environmental features, either desert, rainforest or temperate features.Identify the position of latitude/longitude and the Greenwich Meridian.Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day | **Pupils should be taught to:**Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major citiesName and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over timeIdentify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  |
| PLACE KNOWLEDGE | Compare the physical and human features of a region of the UK (Kearsley) and a region of North America (Mexico), identifying similarities and differences. | Know about the wider context of places – region, countryUnderstand why there are similarities and differences between places  | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Grasmere) and Kearsley | Compare a region of the United Kingdom with a region of North or South America with significant similarities and differences – link with fairtrade | **Pupils should be taught to:**Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North and South America |
| HUMAN AND PHYSICAL GEOGRAPHY | Describe and understand key aspects of: Physical geography including volcanoes and earthquakes (link with science – rock types)Describe how people have been affected by changes in the environment | Human geography including trade links in the Roman eraUnderstand the effect of landscape features on the development of a locality | Describe and understand key aspects of: Physical geography including rivers and the water cycleHuman geography including trade links in the Anglo-Saxon and Vikings era | Human geography including trade links in the modern day (global and fair trade)Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation beltsUnderstand why people seek to manage and sustain their environmentKnow about changes to world environments over time Understand how humans affect the environment over time | **Pupils should be taught to:**Describe and understand key aspects of: \* physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle\*human geography, including: types of settlement and their land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |
| GEOGRAPHICAL SKILLS AND FIELDWORK | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate features and describe the features studied.Learn the eight points of a compass, 2-figure grid references (maths co-ordinates), some basic symbols and key (including the use of simplified Ordnance Survey maps) to build on their knowledge of the United Kingdom and the wider worldUse fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate features and describe the features studied.Learn the eight points of a compass, four-figure grid referencesUse fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate features and describe the features studied.Learn the eight points of a compass and six-figure grid referencesUse fieldwork to observe and record the human and physical features in the local area and Grasmere in the Lake District using a range of methods, including sketch maps, plans and graphs, and digital technologies | Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate features and describe the features studied.Learn the eight points of a compass and six-figure grid referencesUse fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies | **Pupils should be taught to:**Use maps, atlases, globed and digital/computer mapping to locate countries and describe features studiedUse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider worldUse fieldwork to observe, measure, record and present the human and physical |